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As a supplement to the present fifth grade course in U.S. History, the guide should be integrated into the total course; it is not meant to be used as the basis for a course in Negro history. The reasons for writing the guide included: 1) the history and contribution of the American Negro are not covered adequately in textbooks and other materials; 2) this neglect of the Negro role reinforces stereotypes; 3) teachers cannot include information about the Negro without proper materials; 4) white children should know about the Negro in order to understand him; 5) Negro children should know about their own history in order to realize that it is a part of their country's strength.

Twelve chapters were presented : 1) the Negro in America before the Mayflower; 2) the Negro in English America; 3) the beginnings of slavery; 4) the reasons why slavery flourished, 5) plantation life; 6) a discussion of the Negro poets; Paul Lawrence Dunbar and Phillis Wheatley; 7) the beginning of the American Revolution; 8) the war itself; 9) the contributions of Benjamin Banneker; 10) the efforts of abolitionist Frederick Douglass; 11) the underground railroad; and 12) the war between the States.

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OAKLAND PUBLIC SCHOOLS

INTERAGENCY PROJECT

THE ROLE OF THE NEGRO IN AMERICA'S STORY *

BOOK II

FROM THE BEGINNINGS TO FREEDOM

1964

*Rough Draft - in Process of Revision

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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THE ROLE OF THE NEGRO IN AMERICA'S STORY

As presently constituted The Role of the Negro in America's Story is organized into three booklets:

Book I Africa, Past and Present

Book II From the Beginnings to Freedom

Book III Reconstruction to the Present

The material has been prepared by three members of the Interagency School Project staff assigned to Stonehurst School: Mrs. Mary Anderson, Librarian; Mrs. Carolyn Hunter, Reading Teacher; Miss Ruth Love, Counselor (on leave from Oakland Public Schools, presently Consultant in Counseling with the State Department of Education). These three authors have given generously not only of their considerable abilities but also of their time and energy.

Support and valuable suggestions were received from Superintendent of Schools, Dr. Stuart S. Phillips, the Superintendent's Instructional Council, and the K-14 Social Studies Committee. Special appreciation must go to Mr. Colin Fern, Principal, Stonehurst School, for the enthusiastic backing and understanding he has given this effort. Mrs. Loma Reno, Secretary, Interagency School Project, must be given credit for pulling typed order out of what was often handwritten chaos.

In its present form, the booklets are presented as working drafts only. Refinements and best use of the material must depend on its being tried out in various ways by several teachers in many classrooms.

GORDON L. McANDREW
Director
Interagency School
Project

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PREFACE

This guide, The Role of the Negro in America's Story, is intended as a supplement to the present course in U.S. History at the fifth grade level. Its purpose is to help teachers do a better job, particularly with reference to "learning about the ideas of various groups and individuals and their contribution to our heritage" (The Social Studies in the Fifth Grade, page 5).

We subscribe to the view that children must learn to accept and appreciate others as individuals and not as representatives of any particular group. We would oppose teaching our common history as the separate histories of such particular groups. The guide is not meant to be used as the basis for a course in Negro history. Rather it is to be integrated into the total course.

Our reasons for writing this guide, dealing with but one racial group, are several: 1) The history and contribution of the American Negro is not covered adequately in our textbooks and other instructional materials. (See Wilson's study done for ACE, 1949; Klineberg's article in Saturday Review, February 16, 1963; B'nai B'rith, The Treatment of Minorities in Secondary School Textbooks, 1961). 2) Such error of omission is sometimes aggravated by inadvertent errors of comission which perpetuate unfortunate stereotyping. 3) Lack of materials has made it difficult for interested teachers to include material about Negroes even incidentally. 4) Knowledge precedes understanding, therefore, it is important that white children know something about the contribution of non-whites to American life. This is particularly pertinent with reference to the Negro given the times in which we live, including the fact that almost half of Oakland's elementary school pupils are Negro children. 5) Because diversity is part of our country's strength and because pride as an American can be reinforced by pride in one's own particular culture, it is important that Negro children know something about their own background and the contributions which have been and are now being made by Negroes.

INTRODUCTION

Dear Boys and Girls,

Here is the story of American Negroes. The story begins in Africa. Soon after Columbus sailed to America the first Negroes came. They came with early European explorers. However, most of the Negroes were brought as slaves.

In this book you will read about life in Africa. You will also learn about the life of the Negro from 1619 to the present day. Much of the information will fit into your study of the United States.

Most of the Negroes now living in this country were born here. A small percentage are from the West Indies and South America. Still a smaller group are students from Africa.

As citizens of the United States, Negroes are Americans and their way of life is much the same as that of other Americans.

You live in a country that has many kinds of people. Each group has made important contributions. In this book you will learn about the contributions of the Negro.

Sincerely yours,

THE AUTHORS

THE ROLE OF THE NEGRO IN AMERICA'S STORY

FROM THE BEGINNINGS TO FREEDOM

Chapter I Before the Mayflower

1. Slavery in Ancient Times
2. Prince Henry, The Navigator, Explores Africa
3. The First Negroes Arrive
4. Estevanico Searches for the Seven Cities of Cibola

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Frederick Douglass, Fighter for Freedom

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Chapter XII War Between the States

Freedmen's Bureau

Chapter I

BEFORE THE MAYFLOWER

Words to talk about

descendant reef import mesa pueblo

navigator expedition baptize viceroy

Names to talk about

Pizarro Cortes Balboa

Peru Menendez Estevanico

Map places

Portugal Peru South America New World Morocco

Africa Mexico North America Pacific Ocean

Slavery in Ancient Times

Slavery, in one form or another had been practiced in every country known to man. In Athens at the time of Plato and in Rome at the time of Caesar, men, white, black and brown, were bought and sold. Slavery existed in the Middle Ages in Christian Europe and in Africa. In the ancient world, almost anyone might become a slave because slavery was accepted by the rules of war.

The Moslems and Christians added some things to this old idea of slavery. Each group felt that it could enslave the members of the other group because they did not have the same religious beliefs. Moors who were captured in North Africa and in the Spanish peninsula were held as slaves in Italy, Spain, Portugal and Greece. Christians who were captured were held as slaves by the Moslems.

Because the Christians and Moslems believed it was all right to hold "heathens" as slaves, they went to Africa to capture Negroes for this purpose.

Prince Henry, The Navigator, Explores Africa

In the 15th century, Henry the Navigator, from Portugal, excited by stories of the great wealth of Africa and Asia, ordered his ships to explore the coast of Africa. In 1444 Henry's men came upon the first large group of Africans. The explorers tiptoed through the tall grass and crept to the edge of the village. There they captured over two hundred Africans. The captives were baptized and made slaves.

Within ten years Portugal was importing 1,000 Africans a year. One hundred years later there were more Negroes than white people in some parts of Portugal because there was a big demand for Negro servants and laborers.

After Christopher Columbus discovered the New World, and labor was needed for large sugar plantations, the slave trade became a big business.

The First Negroes Arrive

Negro servants, explorers, and slaves came with the French, Spanish and Portuguese explorers in their expeditions in North and South America. They were with Pizarro in Peru, Cortes in Mexico and Menendez in Florida. Thirty Negroes were with Balboa when he discovered the Pacific Ocean. Among the outstanding Negro explorers in the New World was Estevanico.

Estevanico Searches for the Seven Cities of Cibola

A black man in knee pants and a velvet hat stood on a high mesa in the hot sun and looked across a vast desert. In the distance he could see only purple mountains. The man, Estevanico, was looking for the Seven Cities of the Indians that he had heard were built of gold.

Estevanico was a very strong, dark Negro who was born in Morocco. He became an explorer because he loved adventure. He sailed from Spain with a group of men seeking new lands more than 400 years ago. In 1528 they landed in Florida. Many

of them were killed by unfriendly Indians and strange diseases, so those remaining set sail again. This time their ship was wrecked on the Florida reefs, and only Estevanico and three Spaniards escaped death.

For more than eight years these four men wandered across the country living with the Indians. Estevanico learned to speak many Indian languages and so became very helpful as a guide. He traveled as far south as Mexico City where he entered the service of the Spanish Viceroy. In 1539 he joined an expedition to search for the Seven Cities of Cibola.

They set out across the plains of what is now the state of Texas. The summer was hot and Estevanico's Spanish companions were near exhaustion. They asked Estevanico to go ahead with a group of Indians. If he found rich lands or golden cities beyond the horizon, he was to send back word and they would join him. Since the Indians could not speak Spanish, Estevanico worked out a simple code for his messages. He told his companions that he would send back a cross every few years. Its size would let them know how far he had gone and the importance of what he had found. If he had no news to report he would send back a little wooden cross made from twigs. But if he found rich cities he would send back a bigger cross.

At first the Indian runners brought back to the Spaniards only very small crosses. Finally, one day two Indians, sweating and tired, staggered into camp with a cross as tall as a man. Then Estevanico's fellow explorers knew that he had found something wonderful. Perhaps he had found the Seven Cities of Cibola!

The Spaniards followed the Indian runners but they did not find any golden cities. They found instead great Indian pueblos. And they found what is now the state of Arizona. They followed the trail of the crosses, but never saw Estevanico again. Indians had killed him. They were afraid that other strangers might follow Estevanico into their land and take it away from them.

Things to Do

1. Read more about Prince Henry, the navigator.
2. Find Portugal on your map. Trace the route which you think Prince Henry followed when he explored the coast of Africa.
3. Read more about Christopher Columbus and his explorations.
4. Look at the filmstrip "Spanish Explorers."

Questions to Answer

1. How did it happen that Negroes were among the first settlers of the New World?
2. Where was Estevanico born? Can you find this on the globe?
3. How do you suppose he was able to sail from Spain to seek new lands?
4. Why do you think that he became an explorer?
5. What route do you suppose he took in wandering from Florida to Mexico City?
6. What did he learn in his wanderings that helped him to be a guide?
7. What code did Estevanico work out for sending back messages?
8. Did the Spaniards find the Seven Cities of Cibola? What did they find?

Chapter II

THE NEGRO IN ENGLISH AMERICA

Words to talk about

indentured	servitude	navigation	monument
schooner	whalers	voyage	

Names to talk about

Jope	Jamestown	Marmaduke
John Rolfe	Captain Cuffee	

Map places

Massachusetts	Connecticut	West Indies	Virginia

A Dutch Man of War

A ship had arrived. She had come in a storm with a story no one believed. She had a name which no one wrote down. She had a past which no one looked into. She was manned by pirates and thieves. Her captain was a mystery man named Jope. Her pilot was an Englishman named Marmaduke. Her cargo was a group of Africans.

It was a year before the Mayflower arrived. It was 113 years before George Washington was born that this ship sailed into the harbor at Jamestown, Virginia. What ship was this? It was a "Dutch Man of War." Where had she come from? From somewhere on the high seas where the ship's crew robbed a Spanish vessel of a cargo of Africans being sent to the West Indies.

Why did she stop at Jamestown, the first English settlement in America? No one knows for sure. John Rolfe, one of the crew, wrote in his diary that the captain was in great need of food and he offered to trade his human cargo for food. The trade was arranged. About 70 Africans stepped ashore in August, 1619. This is how the story of the Negro in America began!

Indentured Servants

In the New World there were large areas of rich land which was good for farming. But there were not enough people to work on these farms. At first the Spanish and the Portuguese and the English tried using European workers in the New World, but they could not get enough of them. Besides, there were few Europeans who were willing to work long hours in the fields for someone else. Some Europeans had signed up as indentured servants. These were persons who sold their labor for a certain number of years in order to pay their way across the Atlantic Ocean. However, as soon as they had worked out their passage, they left and went West to find farms for themselves in the wilderness.

Some of the first Negroes who came to Jamestown were sold as indentured servants, and not as slaves. They were able to earn their freedom. By 1790 there were 60,000 free Negroes in the United States. Here is a story to read about a Negro man who was free.

Paul Cuffee, A Free Negro and a Man of the Sea

His Childhood

Paul Cuffee was born in 1756. When he was a child he lived with his family on an island. This island was off the coast of Massachusetts. The island was nine miles from the coast. Paul's house was the only one on the island. Every day he watched the ships pass by. Sometime the sailors would stop at his home and tell exciting tales of the sea. Some of these men were whalers. They sailed up and down the coast in search of these mighty sea animals. Paul listened to all their tales and thought how he would like to be a sailor.

"When I grow up, I want to be a whale-fisher," he said to his father one day. "I want to be the captain of a large ship of my own and have many sailors to sail with me."

Paul's father encouraged him in every way, but he could not send him to school because there was no school near them. Paul learned to read and write as best he could. He studied arithmetic and navigation because he wanted to learn to sail a ship.

Paul Begins His Life As A Sailor

When Paul was sixteen years old, he began the life of a sailor. His first voyage was on a whaler. Then he made several other trips. He worked on ships and learned all that he could about them. Finally, he decided to build a boat of his own.

Paul Builds His First Boat

Paul's brother, David, helped him to build his first boat. When it was finished the two boys went to sea to trade with the people of Connecticut. Before they had gone far, they were caught in a terrible storm and the wind and waves almost upset the boat. After the storm they saw a pirate ship coming toward them. David was so afraid that he would go no farther, so they had to return home.

Paul is Captured by Pirates!

After this Paul had many exciting adventures. Once he made a boat by himself. In it he sailed off to see his brother who lived on an island near him. On the way to his brother's home, the pirates captured him and his vessel. He was lucky to reach home alive.

Paul Builds Other Boats

Now he had no boat, but he would not give up. He built another boat. He bought another cargo. This time he sold his goods for a large sum of money. This made him very happy. He bought more goods and continued to trade with the people on the coast.

With some of his money he built a large schooner called the "Mary." Now he was the captain of a large ship. In the "Mary" he went with ten sailors on a whaling voyage. They captured six whales and Captain Cuffee killed two of these himself.

He sold the whale oil and bone and received enough money to buy another boat which he called the "Ranger." With this ship he traded with the people of Virginia. The first time he landed on the coast, the people were surprised because they had never seen a ship with a Negro captain and all Negro sailors.

Paul Builds a School

All the rest of Captain Cuffee's life was very successful. When he was twenty-five years old, he married a beautiful Indian girl, and they had a family of eight children; two boys and six girls. He bought a farm on which they lived. When he bought this farm there was no school in the neighborhood and no teacher to teach his children. He wanted his sons and daughters to be educated, so he called his neighbors together to see if they would help him build a school. They could not agree on the plans at this meeting, so Captain Cuffee built a school house on his farm. He paid for it with his own money and paid part of the teacher's salary also.

Captain Cuffee Takes Negroes to Africa

Captain Cuffee became a very rich man. He wanted to do all he could for the Negroes in Africa and America. He thought that all free Negroes should return to Africa. He got together a group of 38 free Negroes who wanted to go to Africa. He took all of them on his ship, the "Traveller."

When Captain Cuffee died he was buried in Westport, Massachusetts. One hundred years after his death a great grandson, Horatio P. Howard, put up a monument in honor of his grandfather.

Things to Do

1. Find out more about John Rolfe. Who was he?

2. Read more about the whaling industry and the part it has played in American history.

3. If you wish to know about other noted Negroes who lived during Paul Cuffee's time; ask your teacher to tell you about Lemuel Hays, Andrew Bryan, Richard Allen, and James Forten.

Questions to Think About

1. Why was the arrival of the Dutch Man of War important to American history?

2. How did people become indentured?

3. Were the Europeans the only people who worked as indentured servants?

4. Why weren't all of the first Negroes in the New World slaves?

5. Why was Paul Cuffee so interested in studying?

6. What were some of the exciting adventures that Paul had on his boats?

7. Why did Captain Cuffee build a school house on his farm?

8. Why did Captain Cuffee build his ship, the "Traveller?"

Chapter III

THE BEGINNINGS OF SLAVERY

Names to talk about

Ashantis	Hausas	Dahomeans	Mandingos
Yorubas	Fantins	Slattees	

Map places

Maryland	Virginia

How Did Slavery Begin in the Colonies?

The settlers who came to America tried to get workers by using the Indians as slaves, but they did not succeed for several reasons:

1. The Indian could escape easily. Once an Indian escaped it was impossible to recapture him because he knew the countryside better than the settlers.
2. Old World disease (tuberculosis and small pox) spread among the Indians like wild fire.
3. The Indians of North America were hunters and not farmers. When they needed food they hunted. It was difficult to get these Indians to work long hours in the hot fields.

The Negro of the West Coast of Africa, whom the Portuguese had found in their explorations, seemed to be the answer. They were strong. They were inexpensive. The same money that would buy an Irish or English indentured servant for ten years would buy an African for life. Because their skins were dark, they could not run away and get lost in a crowd of people. Most of all, there were a lot of them and they had no way of protecting themselves.

Laws are Passed

In the 1660's Virginia and Maryland made laws which made Negroes servants for life. Marriage with other races was not allowed. Laws were passed which said if your mother was a slave you were a slave.

Where Did These Negro Slaves Come From?

Most of the Negro slaves came from Gambia, the Gold Coast, Guinea and Senegal on the West Coast of Africa. Look at the map and see where this area is located.

They came from many tribes. They came from the Hausas, the Mandingos, the Yorubas, the Frantins, the Ashantis, the Dahomeans and other tribes.

Some slaves were captured in native wars and sold to Slattees (black slave merchants). These merchants sold them to Europeans. Some slaves were kidnapped by Europeans and Africans. Some were sold into slavery for breaking native laws.

How Did Slaves Get Here?

The people who were captured or sold to become slaves were kept in forts until time for them to march to the coast. Sometimes they had to walk as much as 500 miles to the coast of Africa. They were then put into dungeons. Here they stayed until time for shipment. They crossed the ocean in slave ships.

Questions to Talk About

1. Why weren't the settlers able to use the Indians as workers?
2. Why did the settlers turn to using the Negroes as workers?
3. How was it possible for Negroes to become slaves?
4. Who was able to purchase the slaves?

Chapter IV

WHY DID SLAVERY FLOURISH?

Words to talk about

artisan	indigo	triangular trade	industrial revolution
lint	export	plantation	produce
cultivate			

Map places

West Indies Gulf States

Slave Markets

Although the first slaves were brought to the New England Colonies, there was no demand for large numbers of slave workers there. The colonists were mainly artisans and small farmers.

But from Maryland to the Carolinas and later as far west as Louisiana there were large stretches of good land. This land had to be cleared for plantations of tobacco, rice and sugar cane. Many men were needed to clear and cultivate this land. For this reason, the colonies in the South became the greatest buyers of slaves.

To take care of the slave trade busy markets were established at Philadelphia, Richmond, Charleston and New Orleans.

This is what you might have seen and heard if you could have visited one of these busy markets. The slaves, one at a time, stood up on a large block of wood so that everyone could see them. Those who wished to buy slaves would call out the price they were willing to pay for them. One would call, "Ten dollars!" Another would call "Twenty-five dollars!" Another, "Thirty dollars!" Then the slave was sold to the person who offered the most money. The healthier and stronger the slaves looked, the more the buyers had to pay for them. No one wanted a slave who looked as if he could not do any work. The slaves then took the last name of the masters who bought them.

Many masters who bought these slaves made no effort to keep families together. The father could be sold to one master and the mother to another master. Even children were many times separated from their parents.

Tobacco

The American settlers soon found tobacco to be a good export crop. Many slaves were put to work in the tobacco fields. In Maryland, parts of Virginia, and in North Carolina much of the land was used to grow tobacco. By the middle 1600's farmers had a hard time selling all their tobacco. Therefore the colonial planters started to raise rice, sugar cane and indigo. Growing these products required many hard working laborers to clear the land. Laborers were needed to plant and harvest the crops. This meant that more African slaves were needed. By the year 1700 there were twice as many Africans as whites in America and the West Indies.

Sugar Cane

Soon in the Southern colonies, sugar cane became very valuable. Most workers in the cane fields were slaves. They did the planting, the cutting and the crushing of the stalks for juice. The crushed cane was used for fuel, molasses, food and in making rum. Slaves were traded for molasses and rum. Out of this came a triangular trade between Africa, the West Indies and North America.

Cotton

In the early colonial days cotton was not an important crop. Changing the white balls into clean lint for the making of thread was slow, for human hands were then the only means of separating the lint from the seeds. A whole family, with the help of the servants, might gather before the fireplace in the evening to remove the white fluff from the seeds. By bedtime they would have only a few pounds of lint.

Yet, since cotton cloth was valuable, the colonists grew a little cotton for their own use. Some American cotton was also grown and sent to England.

(Show Filmstrips: "In the Cotton Belt" and "How We Get Our Cotton")

The Cotton Gin

It was not until Eli Whitney invented his famous gin in 1792 that cotton became an important crop. With this machine a lot of cotton could be produced - much more than by hand. This changed things very quickly. Within a few years cotton was the most important crop in the South. Whitney's cotton gin was a major contribution to the industrial revolution which was taking place.

Slavery Spreads with the Spread of Cotton Growing

The colonists needed more land for growing cotton. So they moved farther and farther away from the coast. This new land had to be cleared. The trees and brush had to be cut away. The swamps had to be drained. The roots and rocks had to be removed before the land could be plowed. Workers were needed to do these jobs. Therefore, the colonists took slaves with them as they moved inland. Because slaves were needed wherever cotton was grown, more and more slaves were brought into the country. Before long cotton was being grown all over the South. By 1830 three-fourths of the world's cotton was being supplied by the Gulf States. Large fortunes were made by the plantation owners and slavery became an important part of life in the South.

Thus it was that for more than a hundred years the story of the South and the Southern Negro was the story of "King Cotton!"

(Show movie - "King Cotton", 15 minutes)(Show filmstrip - "When Cotton was King 1790-1860")

Things to Do

1. Make pictures showing how the slaves helped the colonists.
2. Get some cotton from your teacher. See how long it takes you to separate the lint from the seeds.
3. Get an outline map of the United States. Color in the areas which make up the Cotton Belt.

Questions to Answer

1. Why were slaves needed in this section of the United States?
2. What crops were grown at this time?
3. Why were these crops grown rather than some others?
4. Find out more about the Triangular Trade and its part in slavery.
5. What was invented that changed the importance of cotton in the South?
6. Why was the growing of cotton important to the spread of slavery?
7. What was the cotton belt? Locate it on your map of the United States.
8. What are the Gulf States? Why do you think they are given this name?

Chapter V

PLANTATIONS

Words to talk about

mansion	overseer	Hurricane	Brierfield
carriage house	Monticello	Mount Vernon	

Large farms for growing cotton, sugar cane and tobacco in the South were called plantations. Most of the slaves worked on cotton plantations. The owner of a plantation was called the master. His first concern was to get work out of his slaves. On the plantations where there were few slaves, the slaves and their owners worked together in the fields. On the larger plantations the owner or master had an overseer who made the slaves work. The large plantations always had two groups of workers. They were the house servants and the field hands. The house servants cared for the house, the yards and gardens, cooked the meals and acted as personal servants. This group was more favored by their owners. They traveled with them and were given better food and clothing and some education.

The field hands were used only to work in the cotton fields. They were taken in gangs to the fields and worked under an overseer. This overseer told them when to begin work, when to eat and when to quit. They worked very long hours, from sun up to sun down. Unless they were watched the slaves did very little work. Many slaves were punished by being whipped if they did not work as hard as the overseer thought that they should. They did not like being slaves. Many of them tried to run away because of these beatings by their owner or overseer.

A large plantation was very much like a small town. The most important building was the master's home. It was usually a beautiful souther mansion of many large rooms.

At one side of the house and very close to it was the school room and the rooms for the tutor or teacher of the master's children. The children of the slaves were not given any education except for a few of the house servants.

The kitchen was found behind the house. Close to the kitchen was the well. It did not have a pump. The water was drawn up in two buckets which hung from a pulley.

Close to the well was the dairy where the milk was prepared to be used in the kitchen. Large tubs, boilers and pots were hanging on the side of the dairy building. These were used for washing. All the washing was done out of doors.

At the edge of the backyard was the smoke house. Here the hams and bacon used on the plantation were cured. Near the smoke house were the carriage house, poultry house, ice pit, sweet potato pit and the cabins of the servants who worked in the master's house.

The slaves who worked in the fields lived in cabins close to the fields and far from the master's house. These cabins were small rude huts. Windows and doors were almost unheard of. Most of the slaves had to sleep on the ground on quilts.

Near the slaves' cabins was the overseer's house. Not far from the overseer's house was the blacksmith shop, the stables, corn cribs and wagon sheds. Many of the plantations had names such as Monticello, the home of Thomas Jefferson. Hurricane, Brierfield and Mount Vernon were also famous.

Mount Vernon was the plantation of George Washington, our first president. George Washington had slaves, as was the custom in those days. He believed, however, that it was wrong for one person to own another person. When he died he set all of his slaves free.

(Show film - "Planter of Colonial Virginia")

Things to Do

1. What is a plantation? See if you can draw a picture showing how a plantation looked.

2. Do you think that all of the plantations in the South were like the one described in your booklet? Why?

3. See if you can find pictures of some of the famous plantations. Bring them to share with your classmates.

4. Find out more about "Monticello," the home of Thomas Jefferson, and "Mount Vernon," the plantation of George Washington. Write up the information that you find for someone else to read.

5. Look at the film, "Colonial Life in the South."

6. Look at the filmstrip, "Then and Now in the Old South."

* * * *

Folk Tales

The slaves had very little time for recreation but they did find some time in the evenings and on holidays to tell stories to their children. The slaves made up or imagined most of these tales. Many of them were about animals. Here are some of these tales for you to read:

BUZZARD AND RABBIT

Buzzard was trying to catch Rabbit. Rabbit made believe he was asleep.

Buzzard flew over Rabbit and flopped his wings. Rabbit lay quiet and still.

Buzzard flew over Rabbit and flopped his wings. Rabbit was so scared that he ran into a hollow log to hide.

Buzzard filled the ends of the log with chunks of wood so Rabbit could not go out. Then Buzzard flew away.

He returned one day later. He flew over the log and flopped his wings. Then he swooped down and pulled out a chunk of wood. Rabbit lay quiet and still.

Then Buzzard said, "Blanchum, blanchum, cloo, cloo!"

Rabbit said, "Boom! Boom! Boom! Boom! chuck me in here."

Buzzard flew away again and came back two days later. He flew over the log and flopped his wings.

Rabbit lay very still, for he was getting very weak from hunger.

Buzzard swooped down and pulled out a second chunk of wood and said, "Blanchum, blanchum, cloo, cloo!"

Rabbit lay very still and wouldn't say anything.

Buzzard flew away again and came back three days later. He flew over the log and flopped his wings. Then he swooped down and pulled the last chunk out of the log. Rabbit lay there like he was dead.

Buzzard was so proud! He jumped away back, flopped his wings, shut his eyes and said, "blanchum, blanchum, cloo, cloo!"

Blanchum, blanchum, cloo, cloo!

Rabbit, seeing his chance, jumped out and ran away. He ran until he came to the brier patch. He said, "I am home at last! Buzzard didn't get me!"

LITTLE "FRAID" AND BIG "FRAID"

In the days of slavery one of the tasks of the slave boy was to hunt the cows and bring them home in the evening.

Late in the afternoon, the young master asked the slave boy, "Are you not afraid to go into the woods so late?"

"No," replied the slave. "I don't know what 'Fraid' is. I've never seen a 'Fraid'."

The slave owner had a pet monkey. The monkey, of course, tried to do everything people did, as that is the way monkeys do.

That evening the young master went up stairs and wrapped a sheet around him, thinking to scare the slave boy. The master tip-toed downstairs and went out of the house into the field and sat on a stump.

The monkey, which had been watching his master, put a pillow case over herself. She followed the young master out of the house to the field and sat on another stump behind him.

The slave boy came along just about this time. He was walking toward the woods.

The young master looked around to see if he could see the slave coming. What should he see but a little thing, all in white, like himself, sitting on a stump. This frightened him dreadfully! He jumped up and ran as fast as he could toward the woods. Of course, the monkey knew nothing but to do the same thing. So she too ran behind the boy with all her might toward the woods.

Just as the slave had entered the woods, he saw a little white something chasing a big white something through the woods. He said to himself, "What can they be? Oh! those must be 'Fraids'." Then ye yelled, "Run big 'Fraid', don't let little 'Fraid' get you!"

Spirituals

Negro spirituals are songs which the slaves made up about their religious and everyday experiences. They also had work songs of the fields and rivers, dance, play and rhythm songs. Their songs expressed the most important experiences of their lives, their joys, sorrows and hopes.

Here are some of the songs which they composed: (To be inserted)

Things to Do

1. Here are some folk tales books which have other Negro folk tales for you to read —

   Terrapins Pot of Sense by Harold Courlander

   Negro Folk Tales by Helen Adele Whiting

2. Listen to some folk tales on the tape recorder.

3. Choose a folk tale that you especially enjoyed. Practice reading it and then put it on a tape to share with your classmates.

4. Choose a story to act out for the class.

5. Make stick puppets or paper bag puppets for one of your favorite stories and show it to your classmates.

6. Listen to other Negro spirituals which have been recorded.

7. Make a list of the Negro spirituals which you know.

8. Pretend that you are working on the plantation. Sing some of the songs as you work.

9. Make up some verses of your own.

Chapter VI

NEGRO POETS

There are many famous American Negro poets who have written poems about plantation life.

Paul Lawrence Dunbar was one of these poets. He was born in 1872. His parents were slaves who had been given their freedom after the Civil War. They educated themselves after they were freed since they had not been able to go to school while they were slaves.

When Paul was four years old, his mother taught him to read. Therefore, when he started to school, he was far ahead of the other pupils of his class. He enjoyed all of his school work, but he liked most of all reading, spelling and language. His teacher would often find him reading when other children were playing out of doors.

One day when he was reading at school, he came across a short poem by a great English poet. He thought he had never read anything so beautiful and he could think of nothing else.

On his way home that evening, he tried to put together words that would make a poem. When he reached home, he wrote what was in his mind and this was his first poem. Paul was only six years old when he wrote this verse. His mother was very proud of him. She encouraged him to continue his writing and she kept all of his poems in a large box.

Whenever Paul was on a program at school or church, he wrote the poem that he recited.

When he entered high school in Dayton, Ohio, he was the only Negro pupil in his class. He wanted to show the other students that he was just as bright as they were so he studied very hard. The boys in his class admired him. They invited him to become a member of their literary club and for a long time he was the president.

After Paul finished high school he had to work to help support his mother but he continued to write poems. He always kept a dictionary, a tablet, a pencil and a good magazine beside him. When he had free time he would read awhile, then he would write verses. Some of them were published in magazines and newspapers. They were read by many people.

One day Paul decided to have his poems put into a book to be published. In a short time, he had sold all the books which he had had printed. After this he wrote several volumes of poems. He recited them to large audiences in our country and Also in England.

Here is part of one of his poems about life on the plantation for you to read. (These poems were usually written in dialect. Read this verse. When you finish see if you can rewrite it without using the dialect.)

LITTLE BROWN BABY

Little brown baby wif spa'klin eyes,
Come to yo' pappy an' set on his knee.
What you been doin', suh—makin' san' pies?
Look at dat bib-you's ez du'ty ez me.
Look at dat mouf—dat's merlasses, I bet;
Come hyeah, Maria, an' wipe off his han's
Bees gwine to ketch you an' eat you up yit,
Bein' so sticky and sweet-goodness lan's!

Here are other poems that he wrote:

THE SEEDLING

As a quiet little seedling
Lay within its darksome bed,
To itself it fell a-talking,
And this is what it said:

"I am not so very robust,
But I'll do the best I can."
And the seedling from that moment
Its work of life began.

So it pushed a little leaflet
Up into the light of day,
To examine the surroundings
And show the rest the way.

The leaflet liked the prospect,
So it called its brother, Stem;
Then two other leaflets heard it,
And quickly followed them.

To be sure, the haste and hurry
Made the seedling sweat and pant;
But almost before it knew it,
It found itself a plant.

The sunshine poured upon it
And the clouds they gave a shower;
And the little plant kept growing
Till it found itself a flower.

Little folks, be like the seedling,
Always do the best you can;
Every child must share life's labor
Just as well as every man.

And the sun and showers will help you
Through the lonesome, struggling hours
Till you raise to light and beauty
Virtue's fair, unfading flowers.

SUNSET

The river sleeps beneath the sky,
    And clasps the shadows to its breast;
The crescent moon shines dim on high;
    And in the lately radiant west
        The gold is fading into gray.
        Now stills the lark his festive lay,
        And mourns with me the dying day.

While in the south the first faint star
    Lifts to the night its silver face,
And twinkles to the moon afar
    Across the heavens' graying space,
        Low murmurs reach me from the town,
        As Day puts on her sombre crown,
        And shakes her mantle darkly down.

DAWN

An angel, robed in spotless white,
Bent down and kissed the sleeping Night.
Night woke to blush; the sprite was gone.
Men saw the blush and called it Dawn.

Phillis Wheatley, A Great Poet

Phillis Wheatley was born in Africa. She was captured when she was seven years old and brought to our country in 1761. She was sold as a slave to a man named John Wheatley in Boston. He had been looking for a servant for his invalid wife and their twin children, Mary and Nathaniel. When he saw this little girl, he wanted to give her a home.

Mrs. Wheatley was highly pleased with this new servant and she named the child Phillis Wheatley. All of the family was kind to her. Mary discovered that Phillis was gifted, so she taught her to read and write. Soon she could read very difficult books in English and Latin.

She especially enjoyed reading poetry. During her free time she learned to write poems. The Wheatleys encouraged her to develop this talent. People all over America heard about this amazing young woman. Many of them wrote her letters praising her work.

Phillis greatly admired George Washington so she wrote a poem in honor of him and sent it to him. He was quite pleased about this and wrote back to her. He told her that if she ever came to Cambridge or near his headquarters that he would be happy to see her.

When Phillis was eighteen she became ill. To improve her health, the Wheatleys sent her on a trip to England. She discovered that people there knew about the poetry that she had written. This made her very happy.

Phillis died in 1784 when she was 31 years old. She will always be remembered as the first noted American Negro poet.

Here is a copy of the poem that Phillis Wheatley wrote to George Washington —

His Excellency, General Washington (1775)

Celestial choir, enthron'd in realms of light,
Columbia's[1] scenes of glorious toils I write.
While freedom's cause her anxious breast alarms,
She flashes dreadful in refulgent arms.
See mother earth her offspring's fate bemoan,
And nations gaze at scenes before unknown;
See the bright beams of heaven's revolving light
Involved in sorrows and the veil of night!

The goddess comes, she moves divinely fair,
Olive and laurel bind her golden hair;
Wherever shines this native of the skies,
Unnumber'd charms and recent graces rise.

Muse![2] how propitious while my pen relates
How pour her armies through a thousand gates,
As when Eolus[3] heaven's fair face deforms,
Enwrapp'd in tempest and a night of storms;
Astonish'd ocean feels the wild uproar,
The refluent surges beat the souding shore:
Or thick as leaves in Autumn's golden reign,
Such, and so many, moves the warrior's train.
In bright array they seek the work of war,
Where high unfurl'd the ensign waves in air.

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1 Columbia, the United States of America
2 Muse, the goddess of lyric poetry, to inspire the poet
3 Eolus, god of the winds.

Shall I to Washington their praise recite?
Enough thou know'st them in the fields of fight.
Thee, first in peace and honors, — we demand
The grace and glory of thy martial band.
Fam'd for thy valor, for thy virtues more,
Hear every tongue thy guardian aid implore!

One century scarce perform'd its destined round,
When Gallic[4] powers Columbia's fury found;
And so may you, whoever dares disgrace
The land of freedom's heaven-defended race!
Fix'd are the eyes of nati on the scales,
For in their hopes Columbia's arm prevails.
Anon Britannia droops the pensive head,
While round increase the rising hills of dead.
Ah! cruel blindness to Columbia's state!
Lament thy thirst of boundless power too late.

Proceed, great chief, with virtue on thy side,
Thy ev'ry action let the goddess guide.
A crown, a mansion, and a throne that shine,
'Tith gold unfading, Washington! be thine.

Here is the closing of the letter which George Washington wrote to Phillis Wheatley — "If you should ever come to Cambridge or near headquarters, I shall be happy to see a person so favored by the Muses, and to whom Nature has been so liberal and beneficient in her dispensations.

I am with great respect,
Your Obedient Humble Servant
George Washington"

---

4 Gallic, pertaining to France

Things to Do

If you want to read the rest of "Little Brown Baby" you can find it in American Literature by Negro Authors on pages 34 and 35.

How Much Do You Remember?

See if you can fill in the blanks about Paul Lawrence Dunbar:

1. Paul Dunbar was not a slave because he was born after the _____ War.
2. Paul was _____ years old when he learned to read.
3. He liked _____, _____ and _____ most of all his subjects.
4. He was only _____ years old when he wrote his first poem.
5. He spent a great deal of his time studying and writing _____.

Can you fill in the blanks about Phillis Wheatley?

1. Phillis Wheatley was born in _____.
2. Her name was Wheatley because she was sold to a man who was named _____ _____.
3. _____ taught Phillis to read and write.
4. She learned to read in English and _____.
5. She enjoyed reading and writing _____.
6. She wrote a poem in honor of _____ _____.
7. She will always be remembered as the first noted American _____ _____.

Chapter VII

THE AMERICAN REVOLUTION

Words to talk about

tyranny tax regulations imported

Redcoats mulatto "taxation without representation"

Names to talk about

Crispus Attucks James Caldwell

Samuel Maverick Faneuil Hall

A Quarrel Grows

In the North American Colonies there was much talk of freedom from English rule. The colonies were used mainly to make England rich. The Americans had to pay many different kinds of taxes to England, and they had nothing to say about it. The colonists called this "taxation without representation."

The colonists became so angry about this "taxation without representation" that when British Redcoats appeared in the streets of Boston, Massachusetts, the Citizens threatened them with sticks and stones. This first fight between Americans with British soldiers took place in Boston on March 5, 1770.

Crispus Attucks

In this fight on the streets of Boston, the first man to die in the war for American freedom fell. He happened to be a Negro. His names was Crispus Attucks. It happened like this —

> Seven British soldiers came up State Street with pointed bayonets on that night of March 5th, clearing everything before them. A group of Americans, forty or fifty in number, waited near the head of the street in the heart of the city. They were led by this same Attucks, more recently employed on a whaling vessel. Their weapons were clubs

and stones. As the soliders drew near, Attucks shouted, "The way to get rid of these soldiers is to attack the main guard."

At this signal the Americans filled the air with rocks and sticks. The Redcoats opened fire. The tall mulatto in the foreground was an easy target. He was the first to fall. The second shot killed Samuel Gray as he stepped toward the fallen Attucks. James Caldwell, a sailor, and Samuel Maverick, a boy of seventeen, were both wounded so severely they died later.

Attucks and Caldwell, both men of the sea, were carried to Faneuil Hall. There they were buried.

Something to Do

1. Pretend it is March 5, 1770. Act out what happened on that night.

Things to Talk About

1. Why did the North American Colonies want their freedom from England?
2. What did they mean by "taxation without representation?"
3. Why is Crispus Attucks important in American history?

Chapter VIII

THE REVOLUTIONARY WAR BEGINS - NEGROES SERVE

Words to talk about

disguised fortifications

Names to talk about

Mark Starlin Deborah Sampson Gannett

From the early battles at Lexington and Concord in the spring of 1775, to the end of the war six years later in 1781, Negroes fought for American freedom. About 5,000 Negroes, both slave and free, served under Washington's command. When the American armies were first formed, Negroes were not allowed to be soldiers. When the British said they would free all slaves who joined their side, the Colonies started using Negroes in several ways.

Some masters sent their slaves to war instead of going themselves. By 1778, Massachusetts and Rhode Island allowed slaves to be soldiers. Except for four all-Negro units from Massachusetts, Rhode Island and Connecticut, most Negroes fought along side white soldiers in both the North and South.

In the Navy many Negro sailors served on gunboats. A Negro, Captain Mark Starlin of Virginia, was commander of a ship. The first American woman ever to enroll in the armed services was a Negro, Deborah Sampson Gannett. She disguised herself as a man and became a soldier.

Even Georgia and South Carolina used slaves in their armies to build forts, take care of horses and to be servants for officers.

In the American Revolution, our country won its freedom from England. As we have seen, American Negroes helped win that freedom. But some Negroes remained slaves. Our country would have to fight another war before Negroes were to be free. We will read about that war later on.

Things to Talk About

1. How many Negroes served under Washington's command during the American Revolution?

2. List some of the ways in which Negroes served during the Revolutionary War.

3. How did it happen that Negroes were allowed to serve in the armed forces?

Chapter IX

A NEW CITY IS PLANNED

Words to talk about

almanac astronomy

After the American Revolution when George Washington was president of our country, he wanted a number of learned men to plan a beautiful city where the presidents were to make their home. At the suggestion of Thomas Jefferson, he chose a Negro, Benjamin Banneker, to help with this work. This city is now Washington, D.C.

Here is a story about Benjamin Banneker for you to read.

Benjamin Banneker

Planner of the Capital

Banneker's Boyhood

On a large farm near Baltimore, Maryland, Benjamin Banneker was born in 1731. When he was very young his grandmother taught him to read; so that when it was time for him to go to school, he was far ahead of the other children of his age. He entered a small country school near his home. Both Negro and Caucasian children attended this school. Benjamin was an excellent student.

He spent very little time playing games with other pupils. He liked to study and spent a large part of his time reading. He enjoyed arithmetic and often worked problems of the grades above him.

His Youth

Before he was fifteen years old he had finished this small country school. His parents were unable to send him away to college, so he worked on his father's farm. He continued to study at home, and read all the books he could get. He learned to work some of the most difficult problems in arithmetic, and his fame spread for miles around. Often he received letters from scholars in different parts of the

country asking him to solve their problems. He always answered their letters and returned their problems worked correctly.

Banneker, The Inventor

Benjamin was not satisfied with merely solving problems. He wanted to use his knowledge of mathematics in other ways so that he could help more people. After studying for a long time, he made a clock which was one of the wonders of his day. It was said to be the first striking clock made in America. It could strike the hours, and for twenty years it ran without repair.

This clock was made with only a pocket knife and a few pieces of wood. People from many parts of the country heard about this invention and came to see a famous Negro.

Soon after he invented the clock, a family named Elliott moved into his neighborhood. They had heard about Benjamin when they were living in Pennsylvania. As soon as they moved near him, Mr. Elliott paid him a visit.

Banneker, The Researcher

When Mr. Elliott learned that Banneker liked to read, he loaned him many books from his library. Some of these books were about astronomy. Banneker became very much interested in astronomy, and he learned so much that he wrote an almanac which was similar to our almanacs today. For four years his almanac was published in Philadelphia.

Great Honor

Benjamin Banneker's highest honor came to him when President George Washington chose him to help plan our nation's capital, Washington, D.C.

Things to Do

1. Find out where our nation's capital was located.
2. Look at the filmstrip of "Washington, D.C. - Your Capital."

Do You Remember?

1. How did President Washington find out about Benjamin Banneker?
2. What city did Benjamin Banneker help plan?
3. Who taught Benjamin Banneker to read?
4. What kind of school did he attend?
5. How did he spend most of his time?
6. In what subjects was he most interested?
7. What did he invent?
8. What kind of book did he write?
9. Where did he get many of the books that he read?
10. Who honored Benjamin Banneker?

Chapter X

ANTI-SLAVERY MOVEMENT BEGINS

Words to talk about

descent anti-slavery influence abolitionist
abolish rebellion rivalry industrial
wharf

Names to talk about

Gabriel Prosser Denmark Vesey Nat Turner
Frederick Douglass Quaker

The first slaves were brought to America in 1619. Right from the beginning many people thought slavery was wrong. They fought hard to do away with it. Most of them lived in the Northern part of our country where there were not as many slaves as in the Southern states. In time, rivalry grew up between the industrial part of the country in the North, where slavery was of little value, and the plantation section in the South which could not get along so well without slavery.

The first anti-slavery society in America was founded by Quakers with Benjamin Franklin as its president. They wanted to abolish slavery. John Adams, Thomas Jefferson, Patrick Henry and George Washington also wanted to see slavery ended in the United States.

What every slave wanted, of course, was freedom. It was not long before the slaves themselves were convinced that they had the right to be free. But what were they to do about it? Some slaves solved the problem by joining the army of the American Revolution. Others ran away and lived with the Indians. A few tried to get their masters to free them. A small number found ways of buying their freedom.

After sailors began bringing reports to the United States of the successful uprisings of slaves in Haiti, large numbers of American .aves felt that they could win freedom by fighting against their owners. Some of those who worked out plans

for such rebellions were Gabrial Prosser of Henrico County, Virginia, Denmark Vesey of Charleston, South Carolina, and Nat Turner of Virginia.

But the hero for the slaves' fight for freedom in the United States was Frederick Douglass. He was a slave changed into a great leader. He stood for what the Negro might become.

Frederick Douglass, Fighter for Freedom

Frederick was born on a large plantation on the coast of Maryland. No one knows the exact date of his birth but he believed it was St. Valentine's Day, February 14, 1817. He was the son of Harriet Bailey, a slave.

He had no opportunity to go to school although he longed for an education. When his master's wife began to teach him to read, she was stopped. The master felt that learning would spoil Frederick.

His grandmother took care of him while his mother worked in the fields. Before Fred was seven years of age, he was taken from his mother and grandmother and placed in a home of children he did not know. His first anger at being a slave began when he was separated from the only family he knew. His desire for freedom and an education continued to grow.

Fred Learns to Read

Learning to read was one of Fred's highest ambitions. He realized that there was little he could do without knowledge. In Baltimore, he learned the words from an old speller that he carried in his pocket. By the time he was thirteen, he was reading and enjoying the exciting speeches in his copy of a book called The Columbian Orator. This made him think about freedom and how he could become free.

Fred Begins to Think of Escaping

Many times Fred would go down to the shore to watch big ships come in. He noticed that some of the sailors were Negroes. He became friendly with them. He learned that they were free men. Some had bought their freedom from their masters

and others came from countries which did not have slaves. All of them carried with them very important papers which showed that they were free. Sometimes a free Negro would do a very dangerous thing. He would lend his papers to another slave so that he could escape. Fred decided that perhaps this was the way that he could escape.

The Escape

Fred tried to escape several times but each time he was caught and returned to another master. Finally, one day he went back to see the sailors at the docks. These men knew how Fred longed for his freedom, so one of them loaned Fred his "Free Papers." With the papers for protection, Fred boarded a train for the North. His heart beat rapidly as he thought of the possibility that he might get caught. In one day he reached New York. Here he was at last a free man! He was 21 years old at this time.

Life in New York

Like most escaped slaves Fred was happy to be free, but he was frightened about what would happen to him. He was soon without money. He had no friends. He had no job. The city was very large. He wandered about the streets of this strange city, sleeping and eating any place.

He soon found a friend in a sailor who lived near the docks. From this sailor he learned about a committee which helped escaped slaves. He went to it for help.

While in New York, Fred married a girl whom he had known in Baltimore. She had escaped to New York also. Together they went to Massachusetts on the deck of a steamer.

Life in Massachusetts

In New Bedford, Massachusetts, he found work on the wharves. At this time he changed his name from Bailey to Douglass. It was here also that Fred decided to become an abolitionist. An abolitionist was a person who believed that slavery was

wrong and should not be allowed.

In 1841 Fred attended an anti-slavery meeting. It was here that he made his first talk about the evils of slavery. After this talk the Massachusetts Anti-Slavery Society gave him a job to go around the country and talk to people about the Negro's right to freedom.

Fred Goes to England

In 1845 he went to England. He spent two years telling the people there about the hard life of the American slaves. While he was in England some friends raised money to buy his freedom from the master who still claimed to own him.

Fred Returns to New York

When Fred returned to New York he started a newspaper called The North Star. The name was later changed to the Frederick Douglass Paper. He did not stop publishing it until slavery was abolished in this country.

Fred continued to have many exciting and dangerous experiences. Once he had to flee for his life to Canada. He also made another trip to England.

When the Civil War began he was in the United States. President Lincoln talked with him about the problems of the Negroes. He helped to recruit Negroes for the Union Army.

After the war was over he became one of the leaders of the Republican Party. He went to Washington and for three years he was a newspaper editor. Later he became a United States Marshal. In 1889 he became the United States Minister to Haiti.

He wrote many speeches. These were printed and passed out as pamphlets. He later wrote the story of his own life. It was published in 1845 and was called My Bondage and Freedom.

Frederick Douglass died in 1895. He spent most of his life helping bring freedom to Negroes.

How Well Do You Remember?

1. Why were the Northern Colonies less interested in slavery than the Southern Colonies?
2. Who was President of the First Anti-Slavery Society in America?
3. In what ways did the slaves try to gain their freedom?
4. How did Frederick Douglass show his concern for his people?
5. Was Frederick Douglass a slave or was he free?
6. Frederick Douglass had a strong desire for two things. What were they?
7. How did he learn to read?
8. How was he able to escape?
9. Make a list of all the places where he lived. Locate them on your map.
10. Make a list of some of the things that he accomplished.

Chart er XI

UNDERGROUND RAILROAD

Words to talk about

Philadelphia	Cincinnati	Harriet Tubman
Brodas	Emancipation Proclamation	

The road that Frederick Douglass took to freedom was also followed by many other slaves. So many escaped in this way that people began talking about an "underground railroad." There were several underground railroads running through Philadelphia, Cincinnati and other cities. What was the "underground railroad?" It was a series of stopping points where the tired runaway could make contacts with friendly people. These people gave the runaway food and shelter before starting him toward the next station.

Some of those who won their freedom through the "underground railroad" spent the rest of their lives helping others escape. Of these Harriet Tubman was the most famous.

Harriet Tubman - From Field to Freedom

Harriet Tubman, like Frederick Douglass was born in Maryland. She was a slave. No record was kept of her birth so that the exact year is not known, but it was around 1823. She was one of eleven children. She was not a very pretty child. She wanted very much to be free. Unlike Frederick Douglass and Phillis Wheatley, she had no education of any kind.

When she was old enough, Harriet was sent to work in the master's house. She was very unhappy working there and was soon sent into the fields to work.

After Harriet's old master died she decided to run away. So in the middle of the night Harriet and her brothers left the Brodas Plantation. Her brothers became

frightened and decided to go back. Harriet was afraid but she did not turn back. She hid by day and walked by night. She had no map. She could not read or write but somehow she reached Philadelphia. At last she was free.

Freedom for Others

Harriet Tubman spent the rest of her life helping others gain their freedom. She was very active in the underground railroad. Large rewards were offered for her capture, but she was never captured.

When the War between the States began she became a nurse for the Union Armies. She was over 40 when President Lincoln signed the Emancipation Proclamation.

Frederick Douglass was one of her favorite friends. Many times he had hidden Harriet and her runaways in his home.

Her struggle was long and hard. She was over ninety years old when she died in 1913.

Do You Remember?

1. What was the "underground railroad?"
2. Was Harriet Tubman a slave?
3. Did she have any education?
4. In what way did she help the slaves?
5. How old was she when she died?

Chapter XII

WAR BETWEEN THE STATES

Words to talk about

Civil War freedmen amendment illegal

Freedman's Bureau

Nothing in the story of the Negro in the New World is more important than the American Civil War. This was the war where Americans fought against each other. Mainly, it was people in the Southern states fighting people in the Northern states. The Southern states wanted to quit the United States and form their own government. President Lincoln said that they could not do this. Neither side would give in and so a war started.

Slavery was not the only cause of the war. Some historians say that it was not even the main cause. However, there was a war and it brought about the freedom of the slaves in the United States. In the second year of the Civil War President Lincoln issued the Emancipation Proclamation. This Proclamation said that all slaves in the United States were to become free.

In 1865 Congress added the Thirteenth Amendment to the Constitution of the United States. This was the act that made President Lincoln's Emancipation Proclamation permanent.

In 1866 Congress passed the first Civil Rights Bill. This bill gave full right of citizenship to those who had been slaves. The Fourteenth Amendment made it illegal for any state to deny these rights of citizenship to the freedmen. The Fifteenth Amendment gave to the freedmen the right to vote.

After the Civil War, Congress sent soldiers into the South. They were there to make sure that the law was obeyed and that the freedmen were treated fairly.

Many Negroes were elected to public office in the Southern states. Two Negro men, Blanche K. Bruce and Hiram R. Revels, from Mississippi, were elected to the U.S. Senate. Another Negro became the acting governor of Louisiana. Two others held the office of lieutenant governor of South Carolina. Fourteen Negroes served in the House of Representatives before 1876.

When the Civil War ended four million slaves were set free. Most of them could not read or write. They were homeless. They owned no land and they had no skills. Therefore it was hard for them to take part in this new society.

Freedman's Bureau

To help with this problem the United States Government set up the Freedman's Bureau. This Bureau had workers all over the South. They helped Negroes in many ways. For example, they started schools where the freedmen could learn to read and write.

Questions to Talk About

1. Why was the War Between the States important to the Negroes?
2. What was the Emancipation Proclamation?
3. Which Amendment to the Constitution made the Emancipation Proclamation permanent?
4. When was the first Civil Rights Bill passed?
5. This Bill gave full rights of citizenship to former slaves. What did this mean?
6. Why were the Fourteenth and Fifteenth Amendments added to the Constitution?
7. Why were military districts set up in the South?
8. Why did the "freeing" of the slaves cause problems in the South?
9. What was the Freedman's Bureau?
10. Why was it set up?

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